



July 2007

DEPARTMENT OF EDUCATION
2006–2007 School Year Reports

Dear School Board Members and School Personnel:

The Maine Educational Assessment (MEA) is the State's measure of student progress in achieving the State standards known as *Learning Results*, adopted by the Maine Legislature in 1997. The *Learning Results* established goals for what all students should know and be able to do at certain times in their school careers and are the basis for Grade Level Expectations, which describe the assessment standards for each grade. The MEA is administered to students in all grades 3 through 8 to meet state assessment requirements and the requirements of the federal *No Child Left Behind* Act.

The 2006-2007 MEA Summary Reports contain the results of student achievement in reading and mathematics at all grades and science and technology at grades 4 and 8, based on achievement standards set last year and disaggregated by student and school characteristics. The reports also contain baseline status in writing at grades 5 and 8, reported according to new standards set this year through a process approved by advisory committees and informed by Maine teachers. This report, together with MEA individual student and subject specific class analysis reports, provides support for use in program evaluation and planning.

MEA results reflect scores based on test questions that are taken in common by the approximately 15,000 students in each grade level. Students' scores in each content area are based on answers to a combination of multiple-choice questions and questions that require students to construct an answer. The writing reports provide information on a student's ability to respond to a prompt measuring narrative writing at grade 5 and persuasive/argumentative writing at grade 8. More information about the design of the MEA is available at www.maine.gov/education/mea/index.htm.

I look forward to working with you in support of our continued efforts to improve the quality and effectiveness of the instructional opportunities designed to help all students achieve the high standards of the *Learning Results* and demonstrate that achievement through performance on the Maine Educational Assessment.

Sincerely,

Susan A. Gendron
Commissioner of Education



School Report Grade 3

Test Date: March 2007 (Reports Revised October 2007)
ID: 12341630
District: MSAD 40
School: Prescott Memorial School

Contents of the Report

The report is divided into two main sections including a section describing the students tested and a separate section for the results in each content area.

<i>Topic</i>	<i>Page</i>
Summary of Scores	2
Summary of Student Participation	3
English Language Arts – Reading Results	4-6
Mathematics Results	7-9

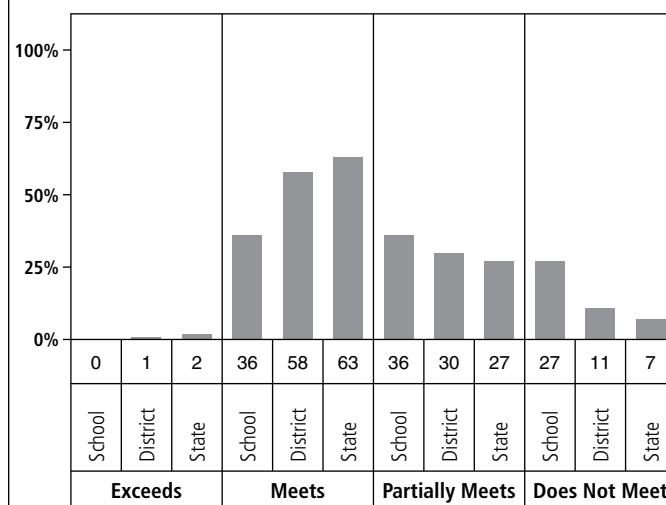
SUMMARY OF SCORES

Date: March 2007
Grade: 3
District: MSAD 40
School: Prescott Memorial School

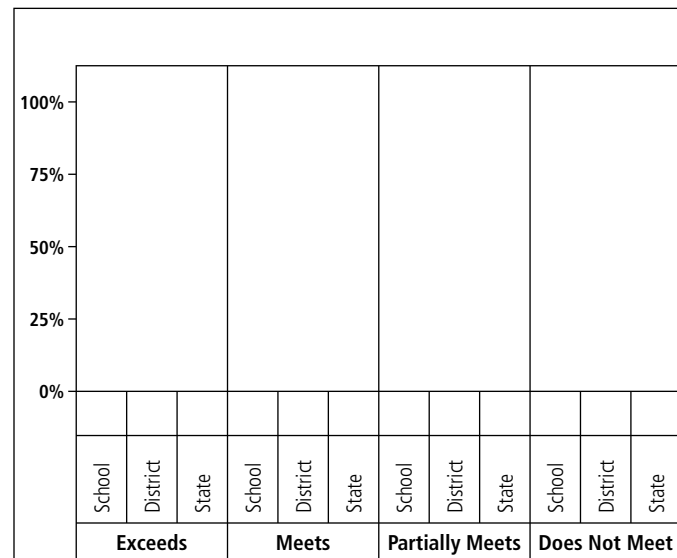
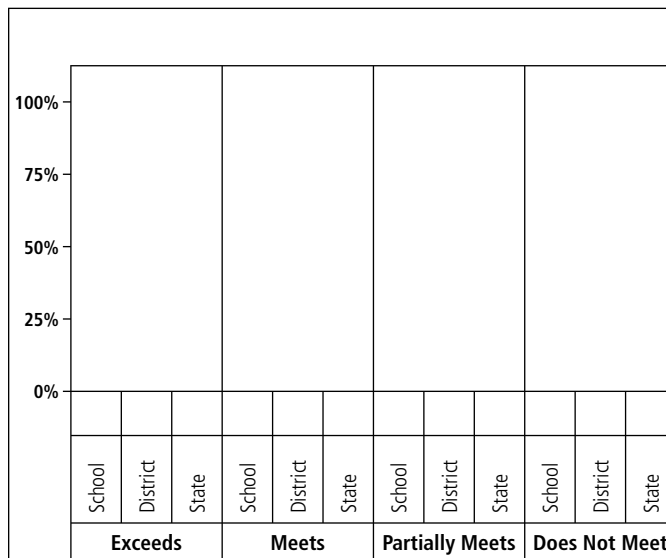
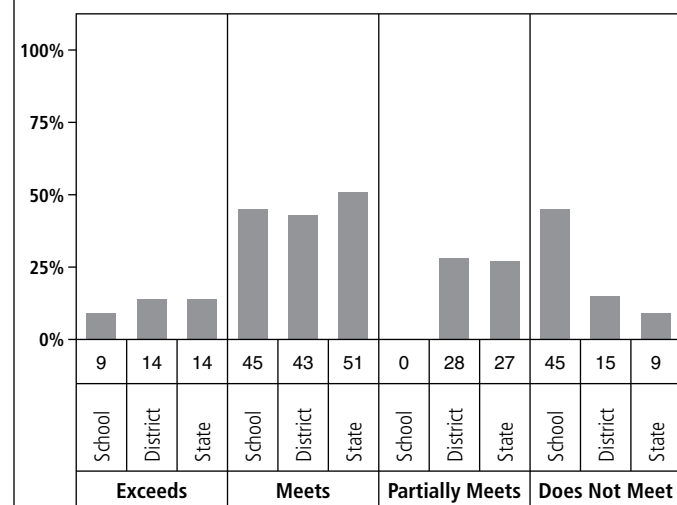
Summary of School, District, and State Scores

Year	Average Scaled Score		
	School	District	State
ELA – Reading			
2005–2006	341	342	345
2006–2007	339	343	345
Cum. Avg. *	340	343	345
Mathematics			
2005–2006	340	342	344
2006–2007	338	345	347
Cum. Avg. *	339	344	345

ELA – READING



MATHEMATICS



*Cumulative averages are weighted, i.e., the scaled scores are averaged proportionally based on the numbers of students in each year.

SUMMARY OF STUDENT PARTICIPATION

Date: March 2007
 Grade: 3
 District: MSAD 40
 School: Prescott Memorial School

CATEGORY OF PARTICIPATION		Enrollment ¹ during testing window						CONTENT AREA PARTICIPATION ²																											
								ELA-Reading						Mathematics																					
		School		District		State		School		District		State		School		District		State		School		District		State		School		District		State					
		n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%				
Total number of students		11	100	166	100	14114	100	11	100	166	100	14000	99	11	100	166	100	14001	99																
Ethnicity	African American	0	0	1	1	374	3	0	0	1	100	367	98	0	0	1	100	370	99																
	American Indian/Native Alaskan	0	0	2	1	94	1	0	0	2	100	93	99	0	0	2	100	93	99																
	Asian/Pacific Islander	0	0	2	1	252	2	0	0	2	100	246	98	0	0	2	100	249	99																
	Hispanic	0	0	3	2	179	1	0	0	3	100	173	97	0	0	3	100	173	97																
	White	11	100	158	95	13196	93	11	100	158	100	13121	100	11	100	158	100	13116	99																
	Not Reported	0	0	0	0	19	0	0	0	0	0	0	0	0	0	0	0	0	0																
Identified disability		2	18	25	15	2445	17	2	100	25	100	2425	99	2	100	25	100	2422	99																
Current LEP		0	0	0	0	339	2	0	0	0	0	326	96	0	0	0	0	332	98																
Economically disadvantaged		6	55	76	46	5495	39	6	100	76	100	5447	99	6	100	76	100	5448	99																
Migrant		0	0	1	1	5	0	0	0	1	100	5	100	0	0	1	100	5	100																

MODE OF PARTICIPATION ³	ELA-Reading						Mathematics																	
	School		District		State		School		District		State		School		District		State		School		District		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Participation without accommodations	10	91	140	84	11043	78	10	91	141	85	11094	79												
Identified disability (PET/IEP)	1	10	9	6	602	5	1	10	9	6	627	6												
LEP	0	0	0	0	162	1	0	0	0	0	169	2												
504 plan	0	0	2	1	99	1	0	0	2	1	101	1												
Participation with accommodations	1	9	26	16	2782	20	1	9	25	15	2747	19												
Identified disability (PET/IEP)	1	100	16	62	1659	60	1	100	16	64	1639	60												
LEP	0	0	0	0	156	6	0	0	0	0	162	6												
504 plan	0	0	3	12	59	2	0	0	3	12	57	2												
Other	0	0	7	27	936	34	0	0	6	24	915	33												
Participation through alternate assessment (PAAP)	0	0	0	0	168	1	0	0	0	0	160	1												
Identified disability (PET/IEP)	0	0	0	0	164	98	0	0	0	0	156	98												
LEP	0	0	0	0	1	1	0	0	0	0	1	1												
504 plan	0	0	0	0	0	0	0	0	0	0	0	0												
Approved non-participation in reading – 1st year LEP	0	0	0	0	7	0																		
Approved non-participation – special consideration	0	0	0	0	10	0	0	0	0	0	11	0												
Non-participation – other	0	0	0	0	104	1	0	0	0	0	102	1												

1 Percents are the percentage of students enrolled in each participation category.

2 Percents are the percentage of students, including those who participated through alternate assessment (PAAP), who participated in the content area.

3 Percents are the percentage of students in each content area by mode.

ELA–READING RESULTS

Date: March 2007
Grade: 3
District: MSAD 40
School: Prescott Memorial School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		District		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing in-depth inferences, analyzing texts for subtle clues, synthesizing information across texts, and using his/her knowledge of text features and literary devices to make deeper connections within or across texts to increase comprehension. (scaled score 361–380)	2005-2006	0	0	3	2	352	3
	2006-2007	0	0	2	1	332	2
	Cum. Avg.	0	0	3	2	342	2
Meets the Standards – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing inferences, summarizing main ideas and providing supporting details, connecting ideas within and across texts, and using his/her knowledge of text features and literary devices to increase comprehension. (scaled score 341–360)	2005-2006	7	54	64	52	8641	62
	2006-2007	4	36	96	58	8691	63
	Cum. Avg.	6	46	80	55	8666	63
Partially Meets the Standards – The student’s work demonstrates an inconsistent ability to read and interpret literary and informational texts appropriate for the grade level. The student’s ability to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, and use his/her knowledge of text features and literary devices varies depending on the texts. (scaled score 331–340)	2005-2006	6	46	41	33	3671	27
	2006-2007	4	36	49	30	3781	27
	Cum. Avg.	5	38	45	31	3726	27
Does Not Meet the Standards – The student’s work demonstrates a limited ability to read and interpret literary and informational texts appropriate for the grade level. The student’s responses are often vague or incorrect leaving the impression that the student found it difficult to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, or use his/her knowledge of text features and literary devices to support comprehension. (scaled score 300–330)	2005-2006	0	0	16	13	1163	8
	2006-2007	3	27	19	11	1021	7
	Cum. Avg.	2	15	18	12	1092	8

Learning Results Content Standard Cluster	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		District		State	
	N	%	N	%	N	%	N	%
Total Reading Cluster	46	100	22.1	48.0	26.7	58.0	28.0	60.9
Literary Text	28	61	14.2	50.7	17.0	60.7	17.9	63.9
Informational Text	18	39	7.9	43.9	9.6	53.3	10.1	56.1

The Maine *Learning Results* reading cluster includes Content Standards A (Process of Reading), B (Literature and Culture), and D (Informational Texts). The MEA assesses students’ reading skills based on questions related to two types of reading passages: literary and informational. Passages include both long and short authentic texts, selected from developmentally appropriate published works. Items on the MEA measure Grade Level Expectations, based on Maine’s *Learning Results*, which can be found at <http://www.maine.gov/education/lsalt/gles.htm>.

ELA-READING RESULTS

(CONTINUED)

Date: March 2007
 Grade: 3
 District: MSAD 40
 School: Prescott Memorial School

REPORTING CATEGORIES	School										District						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	11	0	0	4	36	4	36	3	27	339	166	1	58	30	11	343	13825	2	63	27	7	345
Ethnicity																						
African American	0										1						360	1	40	34	25	338
American Indian/Native Alaskan	0										2						93	0	52	39	10	342
Asian/Pacific Islander	0										2						241	2	68	22	8	345
Hispanic	0										3						168	0	50	33	17	341
White	11	0	0	4	36	4	36	3	27	339	158	1	58	28	12	343	12963	3	64	27	7	345
Not Reported	0										0						0					
Identified disability																						
Yes	2										25	0	32	60	8	339	2261	0	33	46	21	338
No	9	0	0	3	33	4	44	2	22	339	141	1	62	24	12	344	11564	3	69	24	5	346
Limited English proficient students																						
Current LEP in first year	0										0						4					
Current LEP beyond first year	0										0						314	0	35	34	31	336
Economically disadvantaged																						
Yes	6	0	0	2	33	2	33	2	33	336	76	0	49	34	17	340	5360	1	50	36	13	342
No	5	0	0	2	40	2	40	1	20	341	90	2	66	26	7	346	8465	3	71	22	4	347
Migrant																						
Yes	0										1						4					
No	11	0	0	4	36	4	36	3	27	339	165	1	58	30	12	343	13821	2	63	27	7	345
Gender																						
Female	8	0	0	3	38	2	25	3	38	337	91	1	63	26	10	344	6861	3	67	24	6	346
Male	3										75	1	52	33	13	342	6964	1	59	31	9	344
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	3										58	0	38	40	22	337	2092	0	36	48	15	339
No	8	0	0	4	50	2	25	2	25	341	108	2	69	24	6	346	11733	3	68	24	6	346
Gifted/talented program																						
Yes	0										0						174	16	83	1	0	355
No	11	0	0	4	36	4	36	3	27	339	166	1	58	30	11	343	13651	2	63	28	7	345

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

ELA–READING RESULTS

(QUESTIONNAIRE ITEMS)

Date: March 2007
 Grade: 3
 District: MSAD 40
 School: Prescott Memorial School

QUESTIONNAIRE ITEMS	School										District						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights?																						
A. none	0										7	0	36	36	27	339	5	1	41	40	18	340
B. less than one hour	73	0	0	4	50	3	38	1	13	342	81	1	62	28	9	344	80	3	66	26	6	346
C. one to two hours	9	0	0	0	0	1	100	0	0	336	9	7	50	36	7	347	12	2	60	29	9	344
D. more than two hours	18	0	0	0	0	0	0	2	100	326	4	0	33	17	50	334	3	0	30	41	29	336
How well do the questions that you have just been given on this MEA test match what you have learned in school about reading?																						
A. The questions on the test match what I have learned in reading class.	27	0	0	2	67	0	0	1	33	342	15	4	63	21	13	346	27	4	63	26	8	346
B. They match some of what I have learned.	64	0	0	2	29	3	43	2	29	337	53	1	59	28	13	343	49	2	69	24	5	346
C. They match just a little of what I have learned.	0										21	0	53	32	15	341	16	1	57	33	9	343
D. There is no match.	9	0	0	0	0	1	100	0	0	336	12	0	58	42	0	345	8	0	45	39	16	340
Which of the following best describes how you rate yourself as a student in reading?																						
A. very good	55	0	0	3	50	2	33	1	17	341	35	4	54	25	18	344	42	4	67	22	7	346
B. good	27	0	0	1	33	1	33	1	33	339	55	0	64	28	8	344	46	2	63	29	7	345
C. fair	0										7	0	27	64	9	339	9	1	51	38	10	342
D. poor	18	0	0	0	0	1	50	1	50	331	3	0	40	40	20	340	2	0	30	48	22	337
How hard was the reading part of this test?																						
A. harder than my regular schoolwork	18	0	0	0	0	1	50	1	50	331	16	0	46	38	15	341	22	1	50	36	13	342
B. about the same as my regular schoolwork	55	0	0	4	67	1	17	1	17	344	54	1	64	25	9	344	55	3	69	24	5	346
C. easier than my regular schoolwork	27	0	0	0	0	2	67	1	33	333	30	2	53	31	14	343	23	2	62	28	9	344
How hard were the reading passages on this test?																						
A. Most of the passages were harder than what I normally read.	9	0	0	0	0	0	0	1	100	326	24	0	41	33	26	338	20	0	38	45	16	340
B. Most of the passages were about the same as what I normally read.	64	0	0	2	29	3	43	2	29	337	48	0	69	23	8	344	49	2	68	25	5	346
C. Most of the passages were easier than what I normally read.	27	0	0	2	67	1	33	0	0	346	28	4	54	35	7	346	32	4	70	20	5	347
How much time do you spend reading at home each day?																						
A. more than one hour	27	0	0	1	33	0	0	2	67	335	19	7	60	20	13	346	19	4	65	25	7	346
B. 20 minutes to an hour	18	0	0	1	50	1	50	0	0	343	37	0	72	23	5	346	47	3	68	24	5	346
C. less than 20 minutes	9	0	0	0	0	1	100	0	0	340	23	0	50	37	13	341	19	1	59	32	8	344
D. I rarely read at home.	45	0	0	2	40	2	40	1	20	338	21	0	38	41	21	339	15	1	51	35	14	342
How many pages do you read in school and to complete homework assignments?																						
A. five or fewer pages	9	0	0	0	0	0	0	1	100	326	30	0	40	38	21	339	26	2	57	32	10	343
B. six to ten pages	27	0	0	1	33	0	0	2	67	334	20	3	66	13	19	343	23	2	64	27	7	345
C. eleven or more pages	64	0	0	3	43	4	57	0	0	342	50	1	67	28	4	346	51	3	66	25	6	346
Optional school/district question																						
A.	0										29	0	50	0	50	332						
B.	0										43	0	67	33	0	343						
C.	0										14	0	0	0	100	326						
D.	0										14	0	0	100	0	338						

MATHEMATICS RESULTS

Date: March 2007
Grade: 3
District: MSAD 40
School: Prescott Memorial School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		District		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates in-depth understanding of essential concepts in mathematics, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information; analyze and solve difficult problems, including developing and implementing strategies, efficiently and accurately performing procedures, and recording and justifying solutions; and explain complex concepts. (scaled score 361–380)	2005-2006	0	0	7	6	1295	9
	2006-2007	1	9	23	14	1985	14
	Cum. Avg.	1	8	15	10	1640	12
Meets the Standards – The student’s work demonstrates a general understanding of essential concepts in mathematics, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve problems including developing and implementing strategies, to perform procedures, and to record and explain solutions and concepts. The student’s work may contain minor errors. (scaled score 341–360)	2005-2006	5	38	61	49	6852	49
	2006-2007	5	45	72	43	6990	51
	Cum. Avg.	5	38	67	46	6921	50
Partially Meets the Standards – The student’s work demonstrates incomplete understanding of essential concepts in mathematics and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems, and explain concepts. Problem solving strategies may be flawed, procedures performed inaccurately, methods not recorded and/or problems not completed. (scaled score 325–340)	2005-2006	7	54	39	31	4081	29
	2006-2007	0	0	46	28	3673	27
	Cum. Avg.	4	31	43	29	3877	28
Does Not Meet the Standards – The student’s work demonstrates limited understanding of essential concepts in mathematics and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems and explain concepts. Problem solving strategies and procedures are often flawed or inappropriate and there may be many omissions. (scaled score 300–324)	2005-2006	1	8	17	14	1638	12
	2006-2007	5	45	25	15	1193	9
	Cum. Avg.	3	23	21	14	1416	10

Learning Results Content Standard Clusters	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		District		State	
	N	%	N	%	N	%	N	%
Cluster 1: Numbers and Operations	15	31	6.2	41.3	7.2	48.0	7.7	51.3
Cluster 2: Shape and Size	14	29	10.2	72.9	10.7	76.4	10.5	75.0
Cluster 3: Mathematical Decision Making	5	10	2.6	52.0	2.9	58.0	3.3	66.0
Cluster 4: Patterns	14	29	7.7	55.0	9.3	66.4	9.8	70.0

Cluster 1: Numbers and Operations

- A. Numbers and Number Sense
- B. Computation
- I. Discrete Mathematics (grades 3 and 4 only)

Cluster 2: Shape and Size

- E. Geometry
- F. Measurement

Cluster 3: Mathematical Decision Making

- C. Data Analysis and Statistics
- D. Probability

Cluster 4: Patterns

- G. Patterns, Relations, and Functions
- H. Algebra Concepts
- K. Mathematical Communication

Each content standard in the clusters above is defined in Maine’s *Learning Results*, which are the basis for Grade Level Expectations. Each item on the MEA measures a grade level expectation, which can be found at <http://www.maine.gov/education/salt/gles.htm>.

MATHEMATICS RESULTS

(CONTINUED)

Date: March 2007
 Grade: 3
 District: MSAD 40
 School: Prescott Memorial School

REPORTING CATEGORIES	School										District						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	11	1	9	5	45	0	0	5	45	338	166	14	43	28	15	345	13841	14	51	27	9	347
Ethnicity																						
African American	0										1						367	6	28	37	28	335
American Indian/Native Alaskan	0										2						93	4	42	40	14	340
Asian/Pacific Islander	0										2						247	16	51	22	11	347
Hispanic	0										3						168	7	42	32	20	339
White	11	1	9	5	45	0	0	5	45	338	158	13	44	27	15	345	12966	15	51	26	8	347
Not Reported	0										0						0					
Identified disability																						
Yes	2										25	4	24	44	28	337	2266	6	34	39	21	338
No	9	1	11	4	44	0	0	4	44	338	141	16	47	25	13	346	11575	16	54	24	6	349
Limited English proficient students																						
Current LEP in first year	0										0						10	0	30	30	40	326
Current LEP beyond first year	0										0						321	4	28	34	34	333
Economically disadvantaged																						
Yes	6	0	0	2	33	0	0	4	67	327	76	7	37	37	20	341	5371	7	44	34	14	342
No	5	1	20	3	60	0	0	1	20	351	90	20	49	20	11	348	8470	19	54	22	5	350
Migrant																						
Yes	0										1						4					
No	11	1	9	5	45	0	0	5	45	338	165	14	43	28	15	345	13837	14	51	27	9	347
Gender																						
Female	8	1	13	3	38	0	0	4	50	337	91	16	40	29	15	345	6865	14	50	27	9	347
Male	3										75	11	48	27	15	344	6976	14	51	26	9	347
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	3										58	2	29	38	31	335	2098	3	37	43	17	338
No	8	1	13	5	63	0	0	2	25	347	108	20	51	22	6	350	11743	16	53	24	7	348
Gifted/talented program																						
Yes	0										0						174	63	34	3	0	366
No	11	1	9	5	45	0	0	5	45	338	166	14	43	28	15	345	13667	14	51	27	9	347

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

MATHEMATICS RESULTS

(QUESTIONNAIRE ITEMS)

Date: March 2007
Grade: 3
District: MSAD 40
School: Prescott Memorial School

QUESTIONNAIRE ITEMS	School										District						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights?																						
A. none	0										7	18	27	45	9	343	5	7	38	34	21	339
B. less than one hour	73	1	13	5	63	0	0	2	25	348	81	13	46	28	13	345	80	16	52	26	6	348
C. one to two hours	9	0	0	0	0	0	0	1	100	318	9	29	36	21	14	347	12	12	50	28	10	346
D. more than two hours	18	0	0	0	0	0	0	2	100	309	4	0	33	17	50	330	3	3	26	34	37	332
How well do the questions that you have just been given on this MEA test match what you have learned in school about mathematics?																						
A. The questions on the test match what I have learned in mathematics class.	36	0	0	1	25	0	0	3	75	328	33	19	44	24	13	346	37	20	52	22	6	350
B. They match some of what I have learned.	45	1	20	4	80	0	0	0	0	356	39	11	46	34	9	345	44	13	54	26	7	347
C. They match just a little of what I have learned.	9	0	0	0	0	0	0	1	100	312	18	13	47	17	23	343	13	8	45	34	13	342
D. There is no match.	9	0	0	0	0	0	0	1	100	318	10	13	25	38	25	341	6	5	30	40	24	337
Which of the following best describes how you rate yourself as a student in mathematics?																						
A. very good	36	1	25	2	50	0	0	1	25	351	31	24	41	18	16	348	40	21	50	21	8	349
B. good	45	0	0	2	40	0	0	3	60	332	52	10	46	29	15	344	46	12	53	28	7	347
C. fair	18	0	0	1	50	0	0	1	50	327	14	5	45	36	14	341	12	6	46	36	11	342
D. poor	0										3	25	25	25	25	346	2	3	31	40	26	336
How hard was the mathematics part of this test?																						
A. harder than my regular schoolwork	27	0	0	0	0	0	0	3	100	312	12	11	32	26	32	339	15	5	38	38	19	339
B. about the same as my regular schoolwork	73	1	13	5	63	0	0	2	25	348	60	14	45	27	13	346	56	15	54	25	6	348
C. easier than my regular schoolwork	0										28	15	43	30	11	345	29	18	51	23	7	349
How often do you use hands-on materials in mathematics class?																						
A. almost every day	18	0	0	0	0	0	0	2	100	318	31	12	42	28	18	344	32	11	47	32	11	344
B. two or three days a week	45	1	20	4	80	0	0	0	0	356	26	24	43	19	14	348	32	17	53	24	6	349
C. two or three times each month	18	0	0	0	0	0	0	2	100	312	34	13	44	35	9	345	27	18	54	22	6	350
D. never	18	0	0	1	50	0	0	1	50	340	9	0	47	27	27	339	9	9	44	32	14	343
How often do you use calculators in mathematics class?																						
A. almost every day	0										5	0	38	25	38	335	7	4	33	43	20	337
B. two or three days a week	27	0	0	0	0	0	0	3	100	317	18	7	28	38	28	338	20	11	51	29	9	346
C. two or three times each month	64	1	14	4	57	0	0	2	29	344	66	16	49	26	10	347	46	19	54	21	5	350
D. never	9	0	0	1	100	0	0	0	0	360	11	22	44	22	11	347	27	11	49	29	11	345
On average, how many minutes a day do you spend working on mathematics in class?																						
A. less than 30 minutes	0										11	17	39	28	17	345	15	7	41	38	14	341
B. 30–45 minutes	0										24	8	45	39	8	344	31	13	53	27	7	347
C. 45–60 minutes	100	1	9	5	45	0	0	5	45	338	40	18	45	23	14	347	32	18	53	22	6	349
D. more than 60 minutes	0										25	10	45	25	20	342	22	17	50	24	9	348
Optional school/district question																						
A.	0										29	0	50	50	0	338						
B.	0										43	0	67	0	33	337						
C.	0										14	0	0	0	100	320						
D.	0										14	0	0	0	100	322						